DOCUMENT RESUME

ED 368 989 CG 025 272

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TITLE Preventing Youth Violence and Aggression and Promoting Safety in Schools.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.
PUB DATE Jan 94
NOTE 27p.
AVAILABLE FROM Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841.
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Conflict Resolution; Delinquency Prevention; Elementary Secondary Education; *Juvenile Gangs; Public Schools; School Community Relationship; *School Security; Student School Relationship; *Student Welfare; Suburban Schools; *Violence; *Youth Problems
IDENTIFIERS Wisconsin

ABSTRACT

Increased violence in schools, represented by possession of weapons, sexual or racial harassment, bullying, verbal intimidation, gang or cult activity, arson, or corporal punishment of students, for example, is a growing concern among students, educators, and communities. Since educators alone cannot ensure safety in schools, collaboration among schools, law enforcement personnel, courts, community agencies, parents, and the public is essential in order both to suppress aggressive acts by youth and to understand and react to conditions which contribute to or promote youth violence in the schools and the community. Schools can build on established pupil services and prevention education programs to provide counseling, teacher consultation, and developmentally appropriate instruction in such areas as self-esteem building, personal and social responsibility, and nonviolent problem solving for students in order to reduce the chance of their becoming perpetrators or victims of violent acts. Thirteen questions are proposed for school and community groups to consider as they evaluate existing programs to see where gaps in school services/programs exist. Comprising two-thirds of the document is a partially annotated list of school safety resources (organizations and programs) and a list of 147 publications and materials (books, journal articles, videotapes, etc.) (MSF)

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Preventing Youth Violence and Aggression and Promoting Safety in Schools

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Preventing Youth Violence and Aggression and Promoting Safety in Schools

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This publication is available from:

Bureau for Pupil Services
Wisconsin Department of Public Instruction
125 South Webster Street
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Madison, Wisconsin 53707-7841
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Bulletin No. 94201

January 1994

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Foreword

It is the right of every public school student and school employee in Wisconsin to attend schools which are physically and emotionally safe and free from threats of weapons, violence, intimidation, and harassment. The ability to learn and benefit from the school experience is seriously jeopardized when children and staff do not feel safe because of violence and aggression in the school, community, or home environment. Threats to safety and security exist throughout this state and the nation. They exist in rural, suburban, and urban areas and across all cultures and ethnic groups.

Children learn from the adults in their lives and also, many of their attitudes and beliefs are influenced by television, radio, the press, and by music. Sadly, too many children grow up learning that aggression, intimidation, or harassment are acceptable ways to behave, solve problems, gain recognition, or exert control over their lives. Regardless of the size of the community in which your school is located, it is critically important to understand violent and aggressive behavior, how it affects others, and how it jeopardizes school safety for all children and staff.

The information contained in this document provides some background information on violence and aggression; emphasizes a school prevention approach; and discusses the roles of schools, parents, and communities. Partnerships with parents, community organizations, law enforcement, human services, and students are key determinants for a safe school.

You are encouraged to use this document to think of school safety measures in terms of utilizing existing program resources such as alcohol and drugs, suicide, protective behaviors, crisis intervention, and children at risk wherever possible. Also, you are encouraged to modify these resources to include specific violence prevention and intervention services to students at risk of developing aggressive anti-social behavior as early as possible in their lives. A variety of potential resources are also included and many suggestions are presented for your consideration. Which ones you choose should be based on careful consideration of the needs of your students and staff as well as community characteristics.

John T. Benson
State Superintendent of Public Instruction

Acknowledgments

DPI personnel who contributed to the ideas in the document and the programs they represent, listed by bureau, are:

Bureau for Educational Equity
Steve Gilles, Children at Risk
Melissa Keyes, Sex Equity
Addie Pettaway, Race Equity
Francis Steindorf, American Indian Studies

Bureau for Exceptional Children
Lynn Boreson, Emotionally Disturbed Students

Bureau for Policy and Budget
Patricia Yates, Budget, Legislative, and Federal-State Planning

Bureau for Pupil Services
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Bureau for School Improvement
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Introduction

The purpose of this document is to raise awareness among communities and schools on: the growing problem of youth violence; ways to prevent it from adversely affecting school staff and students; and to increase a sense of shared ownership among schools and communities for ensuring children's safety. In addition, its purpose is to help all concerned see the connection between violence and other youth issues so that existing resources can be built upon and expanded or modified where necessary. In order to improve school safety, an understanding of youth violence is necessary. The following section provides an overview for the reader.

Background

School safety is a growing concern among students, educators, and parents due to increasing acts of violence and aggression among youth. Youth criminal activity and violence is an escalating social problem in rural communities and urban neighborhoods in Wisconsin and across the country. Despite the stereotypes that violence and gangs occur only among people of color and in urban areas, it also occurs among Caucasian youth statewide as well. Hate groups such as White Aryan Resistance, Northern Hammerskins, and Northside (East, West, South) White Pride are some examples of hate gangs which attract/influence Caucasian youth.

Oftentimes violence and aggression spills over into the educational environment. Between 1988 and 1989, there was a 23 percent increase in violent offenses among juveniles in Wisconsin (Wisconsin Department of Justice, 1992). In 1992, 19 percent of state youth polled by the Wisconsin Youth Risk Behavior Survey (DPI) reported carrying a weapon during the previous month. Half of those weapons carried were guns. Between 1979 and 1987 there was a 25 percent increase in Wisconsin's juvenile incarceration rate (Kids Count Data Book, Ann E. Casey Foundation, 1991).

Perpetrators and victims of violence or aggression come from all socio-economic levels and across cultures, but children, regardless of race, trapped in crowded poverty living conditions are more frequently affected. The causes of escalation in youth violence are still being researched. Many believe that increases in domestic violence and child abuse result in learning and behavior problems which lead to frustration over failure and result in retaliation. Nikki L. Murdick, Barbara C. Gartin, *The Clearinghouse*, Vol. 66 No. 5, 1993. Drug and alcohol use also contribute to violence among youth.

The opportunity for a successful education is seriously jeopardized when students, school staff members, and the community are preoccupied with fear of going to school, remaining after school, or returning home. In 1993, the U.S. Department of Justice reported that 100,000 children take guns to school every day and that 160,000 more stay home because of fear of guns at school (Stone, *USA Today*, 1993). This does not even take into account that other weapons are carried or used by students.

It is important to understand that school safety needs are escalating. School safety is a critical concern for many children. For many children schools are often a haven from an unsafe neighborhood or home. School safety is the responsibility of the community and schools as violence occurs across both environments. Youth violence, which jeopardizes school safety, is a problem which schools cannot solve without the support and involvement of the relevant community agencies and parents.

Many times school violence is the result of activities which occurred in the home or community but are continued in a school setting or school-sponsored event. "Friday Fights" are an example of adolescent confrontations which occur at the end of the week and are carried out during the weekend. Subsequently, these individuals return to school on Monday morning to continue the dispute with weapons, threats, or intimidation.

The American Psychological Association (APA) Commission on Violence and Youth, 1993, focused on the interpersonal nature of youth violence which it defined as "behavior that threatens, attempts, or completes intentional infliction of physical or psychological harm." In terms of schools, it involves a wide range of fear eliciting situations that includes criminal behavior, misconduct, and harassment. Violent incidents involve a perpetrator(s), victim(s), and oftentimes, witness(es).

Examples of school violence include, but are not limited to:

- use of weapons
- possession of weapons
- bomb threats
- sexual assault including date rape
- sexual harassment
- corporal punishment of students
- racial harassment
- physical and verbal assault
- bullying or intimidation
- arson
- extortion
- theft
- cult activity or threat
- hazing
- gang activity

These examples provide for a broad definition of violence/aggression in order to emphasize the necessity of early prevention and intervention activities in order to reduce the likelihood of the development of deviant anti-social behavior. They also represent a link between violence and other youth risk behaviors such as alcohol and drugs, child abuse, teen pregnancy, youth suicide, and depression. As such, school violence prevention efforts will need to be interfaced with other school prevention programs and resources.

A basic premise of this document is that educators acting alone cannot solve the violence problem within the school nor can there be any significant impact in the community unless there is a united school and community effort. Schools are a reflection of the economic, political, social, and cultural communities in which they are located. The school has a role in school violence prevention, just as all other community agencies and groups have a role in changing the conditions that contribute to, promote, and condone violence. An ultimately successful prevention program must include collaboration between the schools, law enforcement, the courts, community agencies, parents, and the public.

Some may view school violence in a more general violence prevention light and respond in a reactive nature by promoting increased penalties for juvenile offenders, increased referral to law enforcement, or building more juvenile jail detention centers. Such an approach will not make the problem go away because it does not take into account what social conditions lead to youth violence, such as lack of economic or housing safety. Still others take a suppressive approach and promote the use of security guards, metal detectors, random locker searches, or prohibition of certain types of clothes. However, a prevention approach from a school perspective does not stop at suppression but will emphasize the need to look at the conditions which contribute to and promote youth violence in the school and community.

Violence is frequently a means of gaining a sense of self esteem, confidence, and power for students who frequently experience failure and the inability to control negative influences in their lives. Many students have learned aggressive behavioral responses as a means to protect themselves in a hostile home or neighborhood environment. Schools which provide pupil services

personnel and classroom teachers with the time to teach appropriate behavioral responses and nonviolent problem solving are engaging in violence prevention.

School districts, which are providing all students with opportunities for academic success, regardless of learning styles and ability levels, are already making significant proactive efforts to prevent school violence. Schools with high expectations for all students, regardless of race, socio-economic level, or gender, are making great progress towards ensuring a safe school environment.

Schools can build upon established pupil services and prevention education programs which are designed to provide students with individual and small group counseling, teacher consultation, and developmentally appropriate instruction in the following areas:

- self-esteem building
- nonviolent problem solving
- conflict resolution/peer mediation
- resiliency
- personal and social responsibility
- self-discipline
- anger and impulse control
- protective behaviors
- alcohol and other drugs
- developmental guidance
- human growth and development
- pupil nondiscrimination
- suicide and depression

These programs, and many others, provide students with valuable life skills that can reduce the likelihood that students will become perpetrators or victims of physical/verbal confrontations.

Questions and Considerations

The following considerations are important as you look at what needs to be done and what already exists. Take stock of what programming exists within your districts to reduce youth risk behaviors. These programs should complement a violence prevention program. Many districts already have existing frameworks of program development that are easily adaptable if a violence prevention focus is added. Identify gaps that exist in programming. For example, is there a sufficient number of students having anger control problems to warrant implementation of an anger and impulse control unit within an existing curriculum, and/or conduct small groups on identifying and effectively communicating feelings and developing alternative appropriate responses?

Below are some questions to review and consider when looking at ways "we" can reduce school violence. The "we" is defined as school and relevant community people. Considerations follow each question in order to help guide the reader to consider a variety of actions which can be taken to improve school safety. Not all of the considerations listed are necessary or appropriate for all schools. They need to be selected in light of the current problems within your schools and community, the available related programs and services in the areas of youth risk behaviors, and the strengths and resources of the school and community which surrounds it.

What are we currently doing to effectively prevent violence/aggression in our schools and communities?

- Working with resource people in your community who help inform the general public of the social and contextual realities at the community level which contribute to youth violence will help the community to recognize its role and responsibility.
- Classroom instruction in personal responsibility and conflict resolution integrated into the curriculum may help all students avoid violent confrontations.

- Policies and practices which support pupil nondiscrimination laws will reduce the potential for conflict situations between students and between staff and students.

What working committee is in place which includes representatives from schools, law enforcement, community agencies, juvenile court, parents, youth agencies, students, community leaders, and business, and is this committee knowledgeable about factors which contribute to youth violence and able to make recommendations on prevention?

- Existing advisory committees can be helpful in guiding school prevention efforts and may only need the addition of a few representatives with expertise on youth violence prevention.

Do we have a written school policy which clearly prohibits possession of weapons, other illegal behaviors, corporal punishment of students, and harassment? Does it include a listing of procedures schools will follow when infractions occur?

- A written policy guides the actions of school personnel and is an important communication tool as well as a way to set norms or standards of behavior.

Was this policy developed in collaboration with all important groups such as a broad representation of school personnel, parents, students, law enforcement, community agencies, and juvenile courts?

- Developing school policy in collaboration with all the important stakeholders helps to build a sense of ownership and responsibility for school safety among everyone.

How is our school policy made known to students, parents, teachers, support staff? Is it communicated effectively to parents who can't read, don't read English, or don't read at all? Is it reviewed, revised, and updated on a regular basis? Is it easily understood or is its wording ambiguous?

- Policy on school safety will be effective in preventing school violence only if all involved partners and students understand expectations and consequences.

What necessary steps have we taken to ensure that the school environment is safe for students and staff and has a climate which fosters mutual respect and responsibility?

- Clear, fair, firm violence control and prevention policies such as locker searches and suspension or expulsion for serious offenses such as possessing a weapon ensures students understand there are consequences for criminal activity or behavior which threatens the safety of others.
- Metal detectors can help to keep weapons out of school buildings.
- Picture identification cards of students and staff can help keep unauthorized people out of school buildings.
- Video monitors may make it more difficult for illegal activities to occur in school.
- Trained parent/community volunteers in hallways, on the playground at recess, in study hall, and at extracurricular activities help provide additional supervision.
- Anti-victimization training for students K-12 and staff can help provide people with necessary skills to keep safe.
- Classroom management training for school staff in need of skill development helps to ensure classrooms stay safe and in control.
- Video monitors on buses and in traffic areas such as hallways and parking lots suppress opportunities for violence and criminal activity on school property.
- Requiring all book bags to be clear makes it easier for staff to spot any weapon being carried by students.
- Prohibiting students from wearing clothing (e.g., caps) in manners associated with gangs in the schools and community may help to avoid violence. Discouraging students from wearing expensive sports clothing (e.g., jackets, shoes) may help keep them from being victims of robbery and assault.
- Inservicing staff and students about the need to report any suspicious individuals or activities in the area of or on the school grounds will help prevent violence.

• Instruction in protective behaviors is one example of anti-victimization training for elementary students.

What prevention and intervention programs are available for physically confrontive students and do these include services provided by trained pupil services staff and classroom teachers?

• Pro-social skill groups for violent or potentially violent students helps them develop effective alternative nonviolent responses.

• A wide variety of alternative school programs geared towards re-integration into the mainstream, where at all possible, are effective for repeat offenders when they are adequately staffed and emphasize student success.

Are physically confrontive students who also have a handicapping condition under Individuals with Disabilities Education Act (IDEA) and/or Section 504 receiving appropriate programs and related services?

• Such students require specially designed individual education programs (IEP) which have been developed by appropriately licensed staff. The IEP for these students should appropriately address the behavioral issues.

• The school district may need to provide inservice opportunities or special training to help understand the nature of violent behavior in children with handicaps and to develop effective strategies for management.

• Serial suspensions and expulsions of students with handicaps are unique situations and should be addressed by following the proper legal procedures.

What pupil services counseling and support opportunities are provided for students and staff to deal with violent or potentially violent situations they are facing?

• Crisis intervention teams assist students in working through violence once it has occurred and can be useful in defusing situations that might escalate.

• Early identification of potential victims (e.g., passive students, loners, new students) and perpetrators (e.g., aggressive, manipulative, defiant of school rules, witness to domestic violence) and provision of assertiveness training, mentors, or social skill building will help reduce the likelihood of violent incidents.

What peer mediation programs have been established to help students find nonviolent solutions to conflict?

• Peer mediation programs provide trained students representative of a diverse student population to serve as resources to other students. Peer mediators help other students find nonviolent solutions to their problems including win/win negotiation and creative problem solving. Peer counselors listen to other students' problems and help them access appropriate adult help in the school or community.

• These programs need to be representative of a broad range of the student population and set up to offer conflict resolution as an alternative to punishment.

In what ways do the adults in our schools model nonviolent behavior? For example, is the prohibition against corporal punishment of students seriously enforced?

• Corporal punishment of students is illegal in Wisconsin in part because such behavior models physical aggression and violence as a way to solve problems.

• What steps have we taken to integrate our efforts to prevent and remediate violence in our schools with existing pupil services programs designed to prevent and intervene with other youth risk behaviors?

• Mentors provide students with a successful role model who show concern for their educational and social well being.

• Transition counseling and training services help change the attitudes and develop pro-social behaviors in students moving into schools, communities, and neighborhoods from other geographical environments where aggressive behavior is considered necessary for survival.

- Pupil services staff introduce and support classroom instruction on anti-violence responses and provide small group and individual counseling follow-up to referred students.
- Alcohol and drug programs identify associations between use and violence.
- K-12 classroom developmental guidance activities offer a prevention approach through instruction in personal and social responsibility.

What steps have we taken to integrate our efforts to prevent and remediate school violence with related community prevention and intervention programs?

- Police-school liaison officers assigned to school buildings assist administrators, staff members, and students in dealing with situations related to law enforcement, including vandalism, violence, reckless driving, crowd control, and theft. The officer is active both in classrooms and other locations throughout the school.
- Security guards are used to keep unauthorized people out of the buildings and to defuse situations that could escalate into violence.
- Community education regarding guns and gun safety can help educate people about their dangers and how and why youth are using them.
- Local legislation limiting or prohibiting the use or possession of guns may help reduce their availability.

Do we as a school feel a sense of pride that we are proactively working towards developing and maintaining a safe school?

School Safety Resources

In our attempt to include as many resources as possible and publish the lists as quickly as possible, we have not screened the entries on our list. *The entries that follow should be considered information,* **not endorsements** *of the organizations, programs, and materials listed.*

Organizations

Anti-Defamation League of B'nai B'rith. Chicago office: 309 W. Washington, Suite 750, Chicago, IL 60606, (312) 782-5080. National office: 834 United Nations Plaza, New York, NY 10017, (212) 490-2525. One of the nation's largest distributors of human relations materials. Dedicated to translating the country's heritage of democratic ideals into a way of life for all Americans. The ADL campaigns for strong laws to make discrimination illegal and punishable by law.

Cambridge Documentary Films, Inc., P.O. Box 385, Cambridge, MA 01239, (617) 354-3677. A non-profit filmmaking and distribution organization producing alternative media resources for libraries, schools, universities, and organizations working for social change.

Center for Gang-Free Schools and Communities, P.O. Box 9245, Oakland, CA 94613-0245, (510) 889-7378. Louis D. Gonzales, Ph.D. Offers a training program for preventing school violence and disruptions related to gangs, drugs, and children at risk.

Climb Theatre Company, 500 N. Robert, Suite 220, St. Paul, MN 55101, (800) 767-9660. A performance company that visits schools throughout Minnesota performing original plays that address issues including violence prevention, being stranger safe, acceptance of differences, sexual harassment, and personal boundaries and choices.

Commanday Peacemaking Institute, 7 Greenfield Terrace, Congers, NY 10920, (914) 268-4420. Offers a series of workshops on how to manage a crisis with "mental self defense" techniques.

Committee for Children, 172 20th Ave, Seattle, WA 98122, (800) 634-4449. A non-profit organization providing educational materials, training, community education, and original research for the prevention of child abuse and youth violence.

Cooperative Education Service Agency (CESA) 11, P.O. Box 728, Cumberland, WI 54829, (715) 822-4711. Publishers of *You Can Tell: Personal Body Safety, Feeling Respected and Protected.*

Dating Violence Intervention Project, P.O. Box 530, Harvard Square Station, Cambridge MA 02238, (617) 868-8328.

Domestic Abuse Intervention Project, 206 W. Fourth St., Duluth, MN 55806, (216) 722-4134.

Domestic Violence Prevention Program, 101 S. Broad St., CN801, Trenton, NJ 08625, (609) 292-8840. Publishes materials including *Domestic Violence: The Effects on Children.*

Drug Information and Strategy Clearinghouse, P.O. Box 6424, Rockville, MD 20850, (800) 245-2691. Part of the Drug-Free Neighborhoods Division, U.S. Department of Housing and Urban Development.

Educators for Social Responsibility, National Office, 23 Garden St., Cambridge, MA 02138, (617) 492-1764.

Facing History and Ourselves, 16 Hurd Rd., Brookline MA 02146, (617) 232-1595. Sponsors of Annual Human Rights and Justice Conference.

Family Violence Curriculum Project, 150 Tremont St., Boston, MA 02111, (617) 727-0941. Publishes materials including *Preventing Family Violence.*

International Center for Cooperation and Conflict Resolution, Box 5, Teachers College, Columbia University, New York, NY 10027, (212) 678-3402. The ICCCR conducts research on cooperation, conflict, and conflict resolution in schools and other organizations; evaluates programs designed to improve conflict management; offers courses, seminars, and workshops to help educators and administrators manage conflicts more constructively; and provides consulting services to school systems and organizations. The Center also offers a number of publications.

Johnson Institute, 7205 Ohms Ln., Minneapolis, MN 55439-2159, (800) 231-5165. Produces violence prevention materials.

Juvenile Justice Clearinghouse, 1600 Research Blvd., Rockville, MD 20850, (800) 638-8736. Part of the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. Collects and disseminates information and statistics.

Lapham Park Assessment Center, 1758 N. 9th St., Milwaukee, Wisconsin. Serves particularly disruptive students within the Milwaukee Public School system. Contact Dorothy Johnson, principal, at (414) 263-5070.

Marin Abused Women's Services, 1717 Fifth Ave., San Rafael, CA 94901, (415) 457-2462.

Men Stopping Rape, Inc., Box 316, 306 N. Brooks, Madison, WI 53715.

The Midwest Regional Center for Drug-Free Schools and Communities (MRC). Provides training on a variety of AODA topics, including gang awareness. This training is designed to help school-community teams develop an awareness of signs, graffiti, symbols, and terminology associated with gangs and the conditions that lead to gang involvement and activity. Discussions address the role of males and females; rural, urban, and suburban settings; and prison. The training explores productive and unproductive strategies for dealing with gangs and assists teams in developing positive and effective strategies to alleviate or decrease youth dependence on gang structure. For more information, contact Kathy Marshall, associate director, at (800) 866-2170. Provides publications on AODA and related areas. For information about publications, contact Donna Wagner, dissemination coordinator, at (800) 252-0283.

Minnesota Coalition Against Domestic Violence, 570 Ashbury St., St. Paul, MN 55104, (612) 646-6177.

Minnesota Coalition for Battered Women, 570 Ashbury, Suite 201, St. Paul, MN 55104, (612) 646-6177.

Minnesota Program Development, Inc., 206 W. Fourth St., Duluth, MN 55806.

MTI Film and Video, 420 Academy Dr., Northbrook, IL 60062, (800) 621-2121.

National Association for Mediation in Education (NAME), 425 Amity St., Amherst, MA 01002, (413) 545-2462. Promotes the development, implementation, and institutionalization of school and university-based conflict resolution programs and curricula. A national clearinghouse for information, resources, technical assistance, and training in the field of conflict resolution. Membership benefits include video rentals, discounts on publications, conferences and training, and a bi-monthly newsletter, *The Fourth R.*

National Coalition Building Institute, 1835 K St., NW, Suite 715, Washington, DC 20006, (202) 785-9400. Offers programs on diversity, prejudice reduction, and handling conflict.

National Crime Prevention Council (NCPC), Information and Referral Services, 1700 K St., NW, Second Floor, Washington, DC 20006, (202) 466-6272. NCPC's Computerized Information Center employs a database that provides information about more than 5,000 crime prevention activities. The Council's Resource Center offers printed materials on crime and crime prevention.

National Crisis Prevention Institute, Inc., 3315-K N. 124th St., Brookfield, WI 53005, (800) 558-8976, (414) 783-5787. An international training organization offering programs and publications in managing disruptive, assaultive, or out-of-control behavior. Training sessions are conducted several times a year in more than 50 major metropolitan areas of the U.S. and Canada. Training is expensive but worthwhile. Content is excellent.

National School Safety Center, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362, (805) 373-9977. Dedicated to focusing national attention on cooperative solutions to problems that disrupt the educational process. Places special emphasis on efforts to rid schools of crime, violence, and drugs and on programs to improve student discipline, attendance, achievement, and school climate. Provides technical assistance, publications, and films.

National Victim Center, 307 W. Seventh St., Suite 1001, Fort Worth, TX 76102, (817) 877-3355. Functions as a resource center for crime victims seeking redress for injustices. Compiles statistics and provides education, referrals, and resources.

New Era Media, P.O. Box 410685, San Francisco, CA 94141, (415) 863-3555. Distributes material including the videotape, *It's in Every One of Us*.

Safe Schools Coalition, Inc., P.O. Box 1338, Dept. S16, Holmes Beach, FL 34218-1338, (800) 537-4903. Seeks to reduce violence, crime, and exploitation. Publishes a quarterly newsletter, *School Intervention Report*.

Seal Press, 3131 Western Ave., No. 410, Seattle, WA 98121, (206) 283-7844. Distributes materials including *Dating Violence: Young Women in Danger*.

Southern California Coalition on Battered Women, P.O. Box 5036, Santa Monica, CA 90406, (213) 392-9874.

Transition House, P.O. Box 530, Harvard Square Station, Cambridge, MA 02238, (617) 354-2676. One of the first U.S. shelters for battered women. Offers materials, programs, and services, including emergency shelter, legal and housing advocacy, a 24-hour hotline, support groups, the Dating Violence Intervention Project, the Battered Lesbian Support Project, an innovative children's program, and community education.

Violence Prevention Project, 1010 Massachusetts Ave., Boston, MA 02118, (617) 534-5196.

The Wisconsin Clearinghouse for Alcohol and Drug Information, (608) 263-2797, Carol Lobes, Director. The state information center on alcohol and other drug abuse. The Clearinghouse provides technical assistance in helping schools and communities identify resources and speakers on violence, aggression, and gangs.

Wisconsin Positive Youth Development, (608) 255-6351, Sue Allen, Executive Director. Provides statewide training in reducing youth problems in communities.

Alliance for a Drug-Free Wisconsin, (608) 266-9923. Brings together representatives from various county, city, and state organizations, including law enforcement agencies, schools, and social service organizations.

Women Helping Battered Women, P.O. Box 1535, Burlington, VT 05401.

Women Make Movies, 462 Broadway, Suite 502, New York, NY 10013, (212) 925-0606. A national non-profit feminist media arts organization dedicated to producing, promoting, distributing, and exhibiting films and videotapes by and about women.

Programs

Adult Conflict Resolution. A staff development program presenting "a positive framework to help educators negotiate the conflicts that arise in today's collaborative school environment." The Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314.

Being Fair and Being Free: A Human Relations Program for the Secondary School. Anti-Defamation League of B'nai B'rith, 309 W. Washington, Suite 750, Chicago, IL 60606.

Conflict Manager Model. School Initiatives Program, Community Board Center for Policy and Training, 149 Ninth St., San Francisco, CA 94103, (415) 552-1250.

The Community Board Program, 1540 Market St., Suite 490, San Francisco, CA 94102, (415) 552-1250. Conflict resolution resources for schools and youth.

Dating Violence Intervention Project, P.O. Box 530, Harvard Square Station, Cambridge, MA 02238, (617) 868-8328.

Program on Conflict Management Alternatives. Center for Research on Social Organization, University of Michigan, 4016 LSA Building, Ann Arbor, MI 48109-1382. Designed to "pursue a distinctive agenda of research, theory, and practice in alternative mechanism for resolving social conflict."

Project Star, People for the American Way, (800) 768-7329. An in-school race-relations program that brings college students trained in prejudice reduction and conflict management for local schools.

Project Teamwork, Center for the Study of Sport in Society, Northeastern University, 360 Huntington Ave., Suite 161CP, Boston, MA 02115, (617) 437-4025. A team of five athletes visit schools to promote tolerance and multiculturalism. Includes follow-up training for human rights squads in individual schools.

School Initiatives Program. Community Board Center for Policy and Training, 1540 Market St., Suite 490, San Francisco, CA 94102, (415) 552-1250.

Student Mediation Program. Cambridge Runge and Latin High School, 459 Broadway, Cambridge, MA 02138, (617) 349-6772. Coordinator: John Silva.

Students Against Violence Program (SAV). Milwaukee Public Schools. Contact Leah Jerabek at (414) 475-8135.

Teenagers and Pornography: A School Program. Women Against Pornography, 579 Ninth Ave., New York, NY, (212) 594-2801. Explores the connection between violence and pornography in music, graphics, and the media.

TRIBES: A Process for Social Development and Cooperative Learning. Center Source Publications, P.O. Box 436, Santa Rosa, CA 95402.

Violence Prevention Project, 1010 Massachusetts Ave., Second Floor, Boston, MA 02118, (617) 534-5196.

A World of Difference, Anti-Defamation League of B'nai B'rith, 309 W. Washington, Suite 750, Chicago, IL 60606. A campaign to educate children and adults alike by building on the concept that differences are what America is all about. The project emphasizes a pride in one's heritage and traditions, respect for others' beliefs, a sharing of the ideas and ideals of the vast variety of ethnic communities in America, and the idea that our diversity is the strength of this great nation.

Publications/Materials

Addresses and phone numbers of many vendors for the following publications/materials are included in the previous section under Organizations.

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Alternative Schools for Disruptive Youth. Westlake Village, CA: National School Safety Center, (805) 373-9977. Historical background and research review on effectiveness.

American Psychological Association. *Report of the Commission on Violence and Youth: Draft Report Materials for Review.* Washington, DC: American Psychological Association, 1992. Chapters address reduction and prevention of violence; developmental perspective on youth and violence; delinquent gangs; effects of media violence; vulnerable populations; social and cultural factors; mob violence; guns and youth; interventions for aggressive and antisocial children; prevention and clinical interventions for youth perpetrators and victims of violence, research gaps, and policy recommendation.

Ammerman, R.T., and M. Herson. *Treatment of Family Violence: A Sourcebook.* New York: Wiley, 1990.

Anger Management and Violence Prevention. Johnson Institute, (800) 231-5165. Group activities manual helps teenagers deal with their own anger and teaches them how to deal with anger expressed through violence in their homes.

Anti-Bias Curriculum: Tools for Empowering Young Children. Washington, DC: National Association for the Education of Young Children.

The Art of Setting Limits. Videotape and guide. National Crisis Prevention Institute, Inc., (800) 558-8976.

Banks, James A. *Multiethnic Education: Theory and Practice.* Boston: Allyn and Bacon, 1981. Discusses the philosophical, conceptual, and historical issues related to teaching about diversity. Includes guidelines for practice.

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Breaking Through. Tape-slide show. Produced by Women's Shelter, Rochester, MN. Domestic Violence Schools Training. 12 min. Addresses issues of power, control, and dominance in dating relationships. Features one middle class white couple in real-life social situations. Includes discussion guide.

Calabrese, Raymond L., and Reginald Wilson. "Combating Racism: Helping Students Move Beyond Color." *NASSP Bulletin*, April 1993, pp. 24-31.

Carlsson-Paige, Nancy, and Diane E. Levin. "A Constructivist Approach to Conflict Resolution." *Education Digest*, March 1993, pp. 10-15.

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Corporal Punishment in Schools. Westlake Village, CA: National School Safety Center. Offers arguments for and against corporal punishment as well as alternatives to the practice.

The Crime Victims Litigation Project. A database of appellate cases and other information about crime victim litigation. The National Victim Center, 307 W. Seventh St., Suite 1001, Fort Worth, TX 76102, (817) 877-3355.

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Cummings, Marlene. *Individual Differences: A Program for Elementary School Age Children*. Madison Metropolitan School District, Madison, WI. A handbook of activities to help children gain a better understanding of themselves as individuals and enhance their respect for differences in others.

Dealing with Anger: A Violence Prevention Program for African-American Youth. Video series. Johnson Institute, Minneapolis, MN. Teaches African-American youth the skills they need to avoid violence at home, school, and in the community.

Della the Dinosaur Talks about Violence and Anger Management. Johnson Institute, Minneapolis, MN. Helps K-6 students learn how to take care of themselves in stressful or violent situations.

Developing Personal and Social Responsibility. Westlake Village, CA: National School Safety Center, 1992. Provides insights on how to build successful programs aimed at training young people to become responsible citizens.

Domestic Violence: The Effects on Children: A Guide for Educators. Trenton, NJ: Domestic Violence Prevention Program.

Drug Traffic and Abuse in Schools. Westlake Village, CA: National School Safety Center. Summarizes the attitudes and beliefs of students, drug laws and schools, legal aspects of student searches and drug testing, and the connection between drug use and crime, truancy, and violence.

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Gangs and Our Schools. Aurora Central High School, 11700 E. 11th Ave., Aurora, CO 80010, (303) 340-1600, fax (303) 364-4996.

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School Safety News Service. Annually provides subscribers with three symposium editions of *School Safety* and six issues of *School Safety Update*. Topics covered include student discipline, security, attendance, dropouts, youth suicide, character education, substance abuse, effective school programs, legal and legislative updates. Annual subscription from the National School Safety Center.

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